Cambridge OCR-set Assignment

Sample Assessment Material

Cambridge OCR Level 3 Alternative Academic Qualification
Cambridge Advanced National in Health and Social Care

Unit F094: Supporting people with long term physiological conditions

Scenario Title: Multiple sclerosis and cystic fibrosis

Valid for assessment from September 20XX to 20XX.
For use by students beginning the qualification in September 20XX.

This is a sample Cambridge OCR-set assignment which should only be used for practice.

This assignment **must not** be used for live assessment of students.

The live assignments will be available on our secure website, 'Teach Cambridge'.

The Cambridge OCR administrative codes linked to this unit are:

- unit entry code F094
- certification code H125

The regulated qualification number linked to this unit is:

610/3986/X

Duration

About:

- 15 hours of supervised time (GLH)
  (work that **must** be completed under teacher supervised conditions)
- 5 hours of unsupervised time
  (work that students can complete independently without teacher supervision)

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Contents

Information and instructions for Teachers....3
Using this assignment....3
Tasks for students and assessment criteria....5
Scenario....5
Task 1....6
Task 2....8
Task 3....10
Task 4....12
Appendix A: Person profiles for Task 3....14
NEA Command Words....16

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Information and instructions for Teachers

Using this assignment

This assignment provides a scenario and set of related tasks that reflect how people with long term physiological conditions are affected by them and how the health and social care sector can support them.

You can give this to students on or after 1 June 202X to help them understand it before they start using it for assessment. The dates for which students can use it for assessment are shown on the front cover.

Content warning: The health and social care sector requires a definite set of knowledge, understanding and skills that students must develop to successfully equip them for progression. Therefore, please make your students aware that some of the content in the specification and set assignments contains themes and topics related to health and social care that students may find upsetting. Where possible, we have provided choices in the set assignments to protect students.

The assignment:

- Is written so that students have the opportunity to meet the requirements of all assessment criteria for the unit.
- Will tell students if their evidence must be in a specific format. If the task does not specify a format, students can choose the format to use.
- **Must** be completed under teacher supervision. Any unsupervised time allowed will be stated below and explained in the assessment guidance.

We have estimated that this assignment will take about 15 hours of supervised time and 5 hours of unsupervised time to complete. Students will need approximately:

- 3 supervised hours to complete Task 1
- 4 supervised hours to complete Task 2
- 3 supervised hours to complete Task 3
- 5 supervised hours to complete Task 4

You **must**:

- Use a Cambridge OCR-set assignment for summative assessment of students.
- Familiarise yourself with the assessment criteria and assessment guidance for the tasks. These are given at the end of each student task. They are also with the unit content in **Section 5** of the Specification.
  Assessment guidance is only given where additional information is needed. There might not be assessment guidance for each criterion
- Make sure students understand that the assessment criteria and

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assessment guidance tell them in detail what they need to do in each task.
- Read and understand **all** the rules and guidance in **Section 7** of the Specification **before** your students start the set assignments.
- Make sure that your students complete the tasks and that you assess the tasks fully in line with the rules and guidance in **Section 7** of the Specification.
- Give your students the health and social care **Student guide to NEA assignments before** they start the assignments.

You **must not**:
- Use live Cambridge OCR-set assignments for practice or formative assessment. This sample assessment material **can** be used for practice or formative assessment.
- Use this sample assessment material for live assessment of students.
- Allow group work for **any** task in this assignment.
- Change any part of the Cambridge OCR-set assignments or assessment criteria.

Pages 1-4 are for teachers only. Please do **not** give **Pages 1-4** to your students.

You can give **any** or **all** of the pages **that follow** to your students.

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Tasks for students and assessment criteria

Unit F094: Supporting people with long term physiological conditions

Scenario Title: Long term physiological conditions – multiple sclerosis or cystic fibrosis

Valid for assessment from September 20XX to 20XX.
For use by students beginning the qualification in September 20XX.

Scenario

You are part of a health support team. Local statistics are showing an increase in the number of cases of multiple sclerosis and cystic fibrosis.

The health support team want to provide information for staff about these long term physiological conditions to include:

- How the conditions are caused
- The effects of the condition on the body
- Monitoring and treatment
- How individuals' quality of life is affected by the conditions
- How the National Institute for Health and Care Excellence's (NICE) guidelines influence the support for the conditions.

You will need to provide information for staff about either:

Multiple sclerosis

OR

Cystic fibrosis

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Task 1

What can cause this condition and how is the body affected?

Topic Area 1 is assessed in this task

You have been asked to provide information for staff about how the body is affected by:

Multiple sclerosis

OR

Cystic fibrosis

The task is:

To provide information for staff about how the body is affected by the condition you have chosen, the possible causes and the symptoms that are presented.

- Choose **one** of the two conditions and research how the condition you have chosen affects people who have it.
- Produce information on the condition for staff.

Use the assessment criteria below to tell you what you need to do in more detail.

Pass	Merit	Distinction
P1: **Describe** how the condition affects **one** body system. (PO2)	**M1**: **Assess** how the condition can affect the body system over time. (PO3)	**D1**: **Explain** how the condition could affect other body systems. (PO3)
P2: **Describe** the known causes of the condition. (PO2)		
P3: **Describe** the signs and symptoms of the condition and how they progress over time. (PO2)		

Assessment Guidance

This assessment guidance gives you information to meet the assessment criteria. There might not be additional assessment guidance for each criterion. It is only given where it is needed. You must read this guidance before you complete your evidence.

Assessment Criteria	Assessment guidance
General	• Students must use the same condition for the whole of this assignment. • The research element of the task does not need to be

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	completed under teacher supervised conditions but it is necessary in order for students to access the criteria.
P1	• The body system chosen must be directly linked to the condition.
P3	• Students must describe the main signs and symptoms linked to the condition, both immediate and over time.
M1	• Students can consider how **one** body system is affected through the different life stages, if appropriate or through the months/years that an individual has the condition. This must be the body system used in P1.
D1	• The number of other body systems affected will depend on the condition itself, but students need to include the key effects on other body systems holistically in order to achieve this criterion. The effects on other body systems can be direct or indirect, e.g. the condition doesn't directly damage the musculoskeletal system but does make you more sedentary, which then affects the musculoskeletal system.

Advice:

- Remember to clearly reference any information used from books, websites or other sources to support your evidence.

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Task 2

How is this condition monitored and what is the treatment?

Topic Area 2 is assessed in this task

It is important for staff at the health support team to know how a person with the condition you have chosen could be monitored and what treatment is available. This will help them to provide precise information to people recently diagnosed with the condition. It is also helpful for the support team to be aware of current research into the condition and how this may lead to advances in the understanding and treatment of the condition in the future.

The task is:

To create an information guide for staff working in the health support team.

- Research how and why your chosen condition is monitored.
- Research the possible treatments available for your chosen condition.
- Produce an information guide about monitoring and treatment for the condition, based on your research.

Use the assessment criteria below to tell you what you need to do in more detail.

Pass	Merit	Distinction
P4: **Explain** how the condition would be monitored. (PO2)	**M2**: **Analyse** the monitoring and/or treatment method(s) for the condition. (PO3)	**D2: Discuss** current research into the condition and how it could impact on the understanding and/or treatment of the condition in the future. (PO3)
P5: **Explain** how the condition would be treated. (PO2)		
P6: **Describe three** barriers to accessing monitoring and/or treatment for the condition. (PO2)	**M3**: **Assess** how the barriers to accessing monitoring and/or treatment for the condition (from P6) can cause inequality. (PO3)	**D3**: **Recommend** how the barriers to accessing monitoring and/or treatment for the condition (from M3) can be overcome. (PO3)

Assessment Guidance

This assessment guidance gives you information to meet the assessment criteria. There might not be additional assessment guidance for each criterion. It is only given where it is needed. You must read this guidance before you complete your evidence.

Assessment Criteria	Assessment guidance
General	• The research element of the task does not need to be

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	completed under teacher supervised conditions but it is necessary in order for students to access the criteria.
P4, P5, M2	• The number of monitoring and treatment methods will depend on the condition itself but students must include the key methods most commonly used for the condition. • For P4, if a condition has no specific monitoring method(s) then students must explain why the condition is not monitored. Where this is the case, evidence for M2 can focus on analysis treatment methods only. • For M2, analysis of monitoring and/or treatment methods must consider the pros and cons of the methods covered in P4 and P5.
D2	• Students must explore current research for the condition in the set assignment, giving an overview of how the research could impact the understanding and treatment of the condition in the future. Scientific detail is not needed.
P6	• Students must choose **three** barriers from Topic Area 2.3. P6, M3 and D3 are linked; students need to be mindful of this when selecting barriers for P6 and aim to select barriers that will help them to access M3 and D3.
D3	• To achieve this criterion, students must cover all **three** barriers from P6 and must include how the recommendations will help to overcome each barrier.

Advice:

- Remember to clearly reference any information used from books, websites or other sources to support your evidence.

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Task 3

What are the daily and long term impacts of this condition?

Topic Area 3 is assessed in this task

The health support team find that case studies help both staff and patients to understand the implications of being diagnosed with long term health conditions. They feel it would be beneficial to have a case study for the condition you are providing information about.

The task is:

To create a case study for staff to help illustrate the daily and long term impacts of living with the condition and the impact they may have on an individual.

- Research the daily and long term impacts of your chosen condition on an individual.
- Choose **one** of the person profiles for your chosen condition from Appendix A of this assignment.
- Create a case study based on the information given in the chosen person profile, which illustrates the possible effects of the condition on the individual.

Use the assessment criteria below to tell you what you need to do in more detail.

Pass	Merit	Distinction
P7: **Describe** the daily impacts of the condition on the individual from the chosen person profile. (PO2)	**M4**: **Summarise** how the daily and long term impacts could affect the quality of life of the individual from the chosen person profile. (PO3)	**D4: Assess** the impacts the condition could have on the family and/or friends of the individual from the chosen person profile. (PO3)
P8: **Explain** the long term impacts of the condition on the individual from the chosen person profile. (PO2)		

Assessment Guidance

This assessment guidance gives you information to meet the assessment criteria. There might not be additional assessment guidance for each criterion. It is only given where it is needed. You must read this guidance before you complete your evidence.

Assessment Criteria	Assessment guidance
General	• The research element of the task does not need to be completed under teacher supervised conditions but it

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	is necessary in order for students to access the criteria.
P7, P8, M4 and D4	• Students must use the information given in the person profile as a basis to create their case study. For example for P7, their case study needs to illustrate the likely impacts of the condition on the individual's daily life, using what is known about them from their person profile. Students use their research and can make assumptions about the individual based on what they know from the person profile to build up a picture of how the condition will affect them in aspects such as their work, hobbies, family life etc...
M4	• Students must summarise how the likely daily and long term impacts could affect the individual's quality of life. This could be approached through the different life stages or a period of time within one life stage.

Advice:

- Remember to clearly reference any information used from books, websites or other sources to support your evidence.

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Task 4

Support individuals to plan their care and support

Topic Area 4 is assessed in this task

In order to advise patients about support for the condition, staff need to be familiar with the service provision and sources of support that are available in your local area. Staff in the health support team also need to be familiar with the NICE guidelines that support people living with the condition to help understand how the local services relate to these guidelines.

The task is:

- Research and provide information about local services and practitioners who would be involved in supporting individuals with the condition you have chosen.
- Research the specified section of the NICE guidelines for the condition you have chosen:
  - **Multiple sclerosis**
    Section 1.5 of the NICE guidelines for multiple sclerosis: symptom management and rehabilitation

  OR
  - **Cystic fibrosis**
    Section 1.6 of the NICE guidelines for cystic fibrosis: pulmonary monitoring, assessment and management.

Use the assessment criteria below to tell you what you need to do in more detail.

Pass	Merit	Distinction
P9: Summarise the available local primary and secondary service provision that can support individuals with the condition. (PO4)	**M5: Summarise** the available local third sector organisations that support individuals with the condition. (PO4)	**D5: Assess** the effectiveness of the local provision in meeting the needs of individuals with the condition. (PO3)
P10: Summarise the available local private service provision that can support individuals with the condition. (PO4)		
P11: Describe the roles of **three** practitioners in the local services (from P9 and/or P10). (PO4)	**M6: Explain** how the practitioners (from P11) can support individuals with the condition. (PO2)	

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P12: Summarise two recommendations from the specified section of the NICE guidelines about the condition. (PO4)	**M7**: **Explain** how the local service provision meets the NICE recommendations from P12. (PO3)	

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Assessment Guidance

This assessment guidance gives you information to meet the assessment criteria. There might not be additional assessment guidance for each criterion. It is only given where it is needed. You must read this guidance before you complete your evidence.

Assessment Criteria	Assessment guidance
General	• Where 'local' is referred to, this can refer to the student's town or city but could be expanded to consider the county or region if relevant information can only be found at that level. • Students must be given enough time to complete research on the service provision and practitioners in their local area, in order to gather relevant data to support their work to meet these criteria. • The research element of the task does not need to be completed under teacher supervised conditions.
P11	• Students must describe the roles of any **three** practitioners from the services identified in P9 and/or P10 that individuals with the condition could access. They must describe what each practitioner does and identify service(s) they work in.
P12	• Students must research and summarise **two** recommendations from the specified section of the NICE guidelines on their chosen condition.
M7	• Students must cover **both** of the recommendations from P12 to achieve this criterion.
D5	• Students will need to assess how effective the local provision is in supporting individuals with the condition. If it is effective, they will need to explain why it is effective. If there are areas that are ineffective, then they need to explain why they are ineffective.

Advice:

- Remember to clearly reference any information used from books, websites or other sources to support your evidence.
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Appendix A: Person profiles for Task 3

Person profiles for **multiple sclerosis**:

Name	Leo
Age	60
Gender:	Male
Occupation/employment	Retired
Marital/relationship status	Married
Family/dependents	Wife is 58; one son and one daughter, both in their 30s
Housing situation	Ground floor flat, which they own
Hobbies/interests	Writing, playing lawn bowls
History and status of condition	Diagnosed with relapsing remitting MS aged 42. Episodes were relatively mild and several months apart until around 50 years old. Severity and frequency increased since then. Recently told that condition has progressed to secondary progressive MS.

Name	Sara
Age	24
Gender:	Female
Occupation/employment	Journalist
Marital/relationship status	Single
Family/dependents	Parents in their 50s, live nearby and both still work and are physically active. No siblings.
Housing situation	Lives in a terraced house which she owns.
Hobbies/interests	Travel, walking her dogs, cooking
History and status of condition	Diagnosed with primary progressive MS aged 20. Episodes/symptoms are still relatively mild and can stabilise for weeks, sometimes months at a

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	time currently.

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Person profiles for **cystic fibrosis**:

Name	Kareem
Age	27
Gender	Male
Occupation/employment	Computer programmer
Marital/relationship status	Married
Family/dependents	Wife is 30; two young daughters
Housing situation	2 storey house which they own
Hobbies/interests	Online gaming
History and status of condition	Diagnosed as a new-born baby. Pancreatic insufficiency/ needs pancreatic enzymes Has liver damage and CF-related diabetes

Name	Orla
Age	8
Gender:	Female
Occupation/employment	School
Marital/relationship status	n/a
Family/dependents	Mother, father, 14-year-old brother
Housing situation	Two-bedroom house owned by her parents
Hobbies/interests	Drawing, riding her bike with her friends
History and status of condition	Mild lung disease Some pancreatic function

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NEA Command Words

The table below shows the command words that may be used in the NEA assignments and/or assessment criteria.

Command Word	Meaning
Adapt	• Change to make suitable for a new use or purpose
Analyse	• Separate or break down information into parts and identify their characteristics or elements • Explain the different elements of a topic or argument and make reasoned comments • Explain the impacts of actions using a logical chain of reasoning
Assess	• Offer a reasoned judgement of the standard or quality of situations or skills. The reasoned judgement is informed by relevant facts
Calculate	• Work out the numerical value. Show your working unless otherwise stated
Classify	• Arrange in categories according to shared qualities or characteristics
Compare	• Give an account of the similarities and differences between two or more items, situations or actions.
Conclude	• Judge or decide something
Describe	• Give an account that includes the relevant characteristics, qualities or events
Discuss (how/whether/etc)	• Present, analyse and evaluate relevant points (for example, for/against an argument) to make a reasoned judgement
Evaluate	• Make a reasoned qualitative judgement considering different factors and using available knowledge/experience
Examine	• To look at, inspect, or scrutinise carefully, or in detail
Explain	• Give reasons for and/or causes of something • Make something clear by describing and/or giving information
Interpret	• Translate information into recognisable form • Convey one's understanding to others, e.g. in a performance
Investigate	• Inquire into (a situation or problem)
Justify	• Give valid reasons for offering an opinion or reaching a conclusion
Research	• Do detailed study in order to discover (new) information or reach a (new) understanding
Summarise	• Express the most important facts or ideas about something in a short and clear form

We might also use other command words but these will be:

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- commonly used words whose meaning will be made clear from the context in which they are used
- subject specific words drawn from the unit content.

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